**Title**

“GlobeTrotters” (Sportsmanship)

**Goal/ Purpose**

The goal is for sixth grader middle school students to learn the meaning of sportsmanship from group activities and apply conflict resolution and cooperation skills to their improved academic conduct within group activities in classrooms and improved conduct in Physical Education classes.

**Population**

The group, average size is four to eight students, is for both male and female sixth grade students, aged 12-13, who have difficulty exhibiting conflict resolution and cooperation skills in classroom group activities and Physical Education classes.

**Rationale/ Need**

The professional school counselor will need to find data to support the need for a group focus on sportsmanship within the school system. Sportsmanship is crucial part of the students’ educational process for they will be involved with group activities which require them to show sportsmanship characteristics such as conflict resolution and cooperation skills. Currently, sportsmanship is not being communicated or taught by schools (Green & Gabbard, 1999). Therefore, it is affecting students’ behavior. Student’s misconduct or unsportsmanlike behavior is occurring more frequently (Green & Gabbard, 1999). Unsportsmanlike behavior contributes to conflicts and lack of cooperation. The study has noted that when students are not being taught sportsmanlike behavior, they were not able to apply it to every day situation and affected the task behavior within the classroom (Green & Gabbard, 1999). Therefore, there is a need for group work for students to learn and apply sportsmanlike behavior.

Finding data within the school system is the crucial step for it determines the framework for the counseling process and group work. The school counselor can find data through how many referrals the Physical Education teacher have made to the principal’s office for fighting during the gym time. This data can be analyzed to recognize that it is students’ behaviors during the gym and group activities cause the disciplinary referrals. The data can be broken into the percentage of how often the students are being referred. The analysis can show how many students are being referred as well. Second data information may come from how often teachers report lack of cooperation among students during group activities or request for assistance to handle behavior issues during group activities. The data information can be analyzed to recognize the percentage of frequency that teachers report the lack of cooperation during the group activity or ask for assistance in handling behavioral issues. The data can exhibit how many students are being recognized for lack of cooperation. A professional school counselor can use those data to determine if there is a high need for sportsmanship group work. In addition, those data will exhibit that the referrals contribute to less educational achievement and positive educational experience for everybody involved. Those data can be used to identify who needs the group counseling sessions about sportsmanship.

A needs assessment approach can be used. The needs assessment includes a survey for students to assess themselves on their own sportsmanship characteristics. The survey that is attached has been developed based on the Likert scale. The students’ self assessment can help professional school counselor to recognize if students consider this as a need for themselves as well. Data collection and needs assessment are an excellent way for professional school counselors to set the rationale and the need for sportsmanship group work.

**Theoretical Orientation**

The group process will use two different approaches and specific techniques from each approach. The first approach is REBT (Rational Emotive Behavioral Therapy). REBT is developed by Albert Ellis which focuses on disputing irrational beliefs (Erford, 2010). The approach believes that individuals can change their behavior by changing their thinking process. REBT can be considered an excellent approach for the group work concerning conflict resolution and cooperation skill for members of the group can learn from others’ experiences, practice different behaviors, and interact with each other (Corey, 2012). REBT approach for sportsmanship group work can use several techniques such as role playing, behavioral training, and active disputation of irrational beliefs. Research has shown that REBT is effective because it can be applied to any types of situations and individuals will not only feel better but also get better (Vaida, Kallay & Opre, 2008). REBT can help students to behave better through better thinking and feeling process. In addition, the REBT theory is so simple that it can be applicable and taught to any group members (Vaida, Kallay & Opre, 2008).

The second approach that is used for the group work is reality therapy. Reality therapy is developed by William Glassner. The reality therapy focuses on recognizing needs and wants and develops plans and behavior approach to achieve their needs and wants (Corey, 2012). Reality therapy can be an effective approach to teaching adolescents how to achieve their needs and wants through cooperation aspect of sportsmanship. One of techniques from the reality therapy approach can be applied to group work on sportsmanship is skillful questioning. Skillful questioning can be used to help students to identify their need for accomplishment or winning and how to adjust their behavior to get what they want by cooperating. Reality therapy can be very effective for it is a supplement to ASCA (American School Counselor Association)’s National Model for school counseling services (Mason & Duba, 2009). Reality therapy’s approach and characteristics contribute to a safe, caring environment for counseling and change process that needs to happen (Mason & Duba, 2009). Reality therapy is effective for it allows students to recognize their needs and develop skills. Reality therapy approach helps students to learn how to make better choices to meet their needs in more effective ways that improves their personal/social skills (Mason & Duba, 2009). Therefore, with reality therapy, students can learn sportsmanship skills to meet their needs for accomplishment in group activities and PE classes.

**Ethical. Legal, and Multicultural Issues**

Any work with students within a school system requires ethical and legal considerations. Group work appears to be no difference. A professional school counselor needs to consider several ethical and legal issues for group work within the school system. Basic ethical considerations include autonomy, beneficence, nonmaleficence, fidelity, and justice (Erford, 2010). School counselors need to remind students with group counseling that they have a right to leave or remain in the group and that the group work is for their benefit. Any type of group should promote justice and trust. Other major ethical principle within group work is confidentiality. Confidentiality is sensitive and complex due to the school environment (ASCA, A.2.c, 2010). Therefore, school counselors need to ensure that they explain the confidentiality to the group members through informed consent and during the group sessions. In addition, school counselors need to explain that due to the group work, confidentiality is not always guaranteed (ASCA, A.6.c, 2010). Students are considered minors due to their age; their parents will have to be informed about confidentiality as well. Professional school counselors need to develop informed consent that balances the rights of the parents as guardians and rights of the students. Informed consent is a crucial part of ethical responsibility of professional school counselors. Without informed consent, parents and students cannot recognize their responsibility with the group work and the group’s purpose will be irrelevant. Counselors need to develop competence for group work or their work will be considered unethical. Termination and multicultural diversity are another major part of ethical issues. Counselors may face some situations where they may have to terminate the group session. They need to determine if it is ethical and beneficial to students to terminate prematurely (Erford, 2010). Professional school counselors need to have multicultural competent to meet the diverse needs of students within groups. Without multicultural competence, professional school counselor cannot recognize the diverse needs within groups and respond to them ethically.

Professional school counselors cannot proceed to develop group counseling sessions without being aware of the federal laws and state statutes concerning working with minors within the school system. Federal laws may include FERPA (Family Educational Rights and Privacy Act) and IDEA (Individuals with Disabilities Educational Act). Those laws and statutes carry “greater sanctions and penalties for failure to comply” (Erford, 2010, p.34). Therefore, it is crucial for professional school counselor to research and familiarize themselves with state statutes and federal laws concerning education when they plan programs for group sessions.

The group work on sportsmanship is culturally sensitive for this is an issue that span across gender, ethical, and socioeconomic differences. Discussing sportsmanship and how people act within groups may cause conflict. However, conflict resolution is part of sportsmanship; therefore, counselors will incorporate role playing, open discussion, and possibly direct intervention. Open discussion can be used to remove bias and prejudice. When appropriate, oppression will be recognized through role playing, open discussion, and techniques from various theoretical approaches. It is crucial for the sportsmanship group work to be a place where students feel safe. Professional school counselor can create a safe, caring environment through ice breaker activities to create trust and cohesion. Confidentiality will need to be discussed as well to ensure that students feel safe. Counselors need to exhibit empathy and active listening so that students know they are cared.

Informed consent will be disturbed to parents of students who are involved with the group work. The informed consent will be given to parents through mail or email two weeks before the group work begins. The counselor will request that the consent be returned to the school within a week of receiving the informed consent. If the school counselor has not received the informed consent, the counselor will contact the parents to check on them to see if they have received the informed consent. The informed consent is attached.

**Recruitment and Screening**

Professional school counselors can recruit students for the sportsmanship group work through various means. Counselor can recognize potential students through the data collected. The collection of data includes who PE teachers refer for behavioral issues during class and/or who teachers report that are not cooperating during group activities. After recognizing which classes have students with the specific need, flyers can be developed and distributed those students. The flyers will include information about the group work: the goal, how often the group will meet, where the group will meet, and contact information for interested students. The flyers will be distributed to the students four weeks before the group work begins. Three weeks before the group work begins, the screening of students will occur. The screening will consists of an informal interview process to determine if the student is appropriate for the group work on sportsmanship. The criteria that eliminate the students from the group work are the following: students that exhibit high level of aggression, exhibit a good understanding of sportsmanship, and show no motivation to learn sportsmanship skills. After students are eliminated and selected, informed consents will be sent to parents. In addition, pre-session will occur to inform students of group process and how it functions before the actual group work begins.

**Structure**

The sportsmanship group work will last for eight sessions. Each session may last around thirty to forty-five minutes. The sessions will occur once a week. The sessions will occur in the conference room (with tables that are moveable) during students’ study hall time from 2:00-2:30pm. The sessions can be offered twice a year or as needed. The group itself is closed.

**Core ASCA Standards**

* A:B1.2 Learn and apply critical thinking skills (ASCA, 2005)
* PS:A1:2 Identity values, attitudes, and beliefs (ASCA, 2005)
* PS:A1.5 Identify and express feelings (ASCA, 2005)
* PS:A1.6Distinguish between appropriate and inappropriate behavior (ASCA, 2005)
* PS:A2.1 Recognize that everybody has rights and responsibilities (ASCA, 2005)
* PS:A2.6 Use effective communication skills (ASCA, 2005)

**Core State Academic Standards**

* English/Language Arts: 1.01 Narrate an expressive account which tells a story or establishes the significance of an event and uses remembered feelings and specific details (North Carolina, 2004).
* English/Language Arts: 1.03 Interact appropriately in group settings by listening attentively, showing empathy, and contributing relevant comments connecting personal experiences to content (North Carolina, 2004).
* English/Language Arts: 1.04 Reflect on learning experiences by describing personal learning growth and changes in perspective (North Carolina, 2004).
* **Math: 3.02**     Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them (North Carolina, 2003).
* **Math: 3.04**     Solve problems involving geometric figures in the coordinate plane (North Carolina, 2003).

**Objectives**

* Upon prompt, the students will be able to recognize the conflict resolution skills for a good sportsmanlike character 100% through writing.
* The students will be able to work together cooperatively 80% of time during a group activity within classes.
* The students will reduce the number of fights 80% within PE classes or within any group activity
* The students will reduce number of negative comments or rude comments during a conflict 80% of the time within PE classes or within any group activity
* Within classrooms, students will be able to complete the group assignments 80% to 100% correctly while exhibiting cooperation skills.

**Program Evaluation**

Program evaluation can occur from the data collected at the beginning of the development of the group work. Counselor can collect data of reports of conflict issues and lack of cooperation that occurs during classes after the group sessions have ended and compare it against the original data that was collected before the program began. In addition, counselors can compare the difference between the needs assessment that the students have filled before the group work and after the group work. Pre-test assessments and post-test assessments used during each session can be used to evaluate the success of the program.

**Session 1**

**Title:** Conflict Resolution Skills

**Brief Summary of Session:** After the opening of the session, the students will be given a conflict-causing situation that occurs in the locker room after a gym class. The students will draw a comic strip about the situation and how the characters in the comic strip will respond to the situation. The students will be asked to share what they have drawn. Feelings, thoughts, and behavior will be discussed. After sharing and discussion has occurred, closure will ensure.

**Theoretical Orientation:** REBT

**Specific Group Technique:** active disputation of irrational beliefs about conflict resolution skill.

**Duration:** 30 minutes

**Materials/ Media:** Paper with and colored pencils for students to draw their story. If the school has Ipads, use comic strip App.

**Core ASCA Standards:**

* A:B1.2 Learn and apply critical thinking skills
* PS:A1:2 Identity values, attitudes, and beliefs
* PS:A1.5 Identify and express feelings

**Core State Academic Standards:**

* English/Language Arts 1.01: Narrate an expressive account which tells a story or establishes the significance of an event and uses remembered feelings and specific details
* English/Language Arts 1.03: Interact appropriately in group settings by listening attentively, showing empathy, and contributing relevant comments connecting personal experiences to content.
* English/Language Arts1.04: Reflect on learning experiences by describing personal learning growth and changes in perspective.

**Objectives:**

* Upon prompt, the students will be able to recognize the conflict resolution skills for a good sportsmanlike character 100% through writing. (Aligns with the ASCA standard, A:B1.2 & PS.A1.2 and state standards, 1.01 & 1.04)
* Students will be able to include personal reaction and feelings within the writing process. (Aligns with the ASCA standard, PS:A1.5 and state standard, 1.03)

**Assessments**:

I can know conflict resolution skills. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

I am able to put my feeling in writing. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

**Procedures/ Instructional Strategy:**

Opening (3-5 minutes):

1. After everybody has arrived, summarize what has happened during the last session. Inform the students that today’s group will focus on conflict resolution aspect of sportsmanship. Briefly remind them about confidentiality.
2. Ask if students have encountered a situation where a conflict has occurred and how they felt about it.
3. Recognize which students felt the same to develop connectedness among them.

Working:

1. After the opening, the students will be given a scenario to draw a comic strip about. The situation will be happening in a locker room after a gym class. The students just finished playing a game where one team won and other team lost. A losing player is upset about losing the game. One student who won the game is bragging about winning the game and calling the losing players names.
2. Explain to the students that this is a conflict. Now prompt the students to draw the reactions of the losing player to the bragging player. Tell the student to draw the dialogue any way they want but keep it to the topic of how the losing student will react to the other player who is bragging about winning the game. Inform the students that their stories will be discussed.
3. Allow the students to draw the comic strip for 5-8 minutes.
4. After the students finish drawing the comic strip for 5-8 minutes, ask the students to share what they have drawn.
5. If one or several students state that they have drawn a character that reacts to the conflict by fighting or names-calling, focus on that topic. First ask the students why the bragging player is bragging and ask if there can be additional reasons why the player was bragging. Then ask the students if that will affect their feelings and reactions to the situation. Discuss what can be alternative reaction to the conflict without fighting. If different reactions are thought of, ask the students how it will affect the outcome of the conflict. (Refer to REBT technique, Corey, 2012, p.388) (5-8 minutes)

Processing (5-8 minutes)

1. After discussing different outcome to the conflict, ask the students about how they felt about the situation in the locker room and two different reactions (appropriate and inappropriate) to the conflict.
2. Ask the students about how they feel about the conflict causing situations and how they will react to those situations based on what they have learned. Ask the students about how they feel about reacting to conflicts differently than causing fights or names calling. (REBT technique, Corey 2012, p.388)

Closing (1-2 minutes):

1. Ask if there are any questions.
2. Close the session with group handshakes that the group has developed during the initial sessions.

**Group Stage and Emerging Issues:** The session is during the early part of the working stage. There are several issues that may arise during the session. Some students may display resistance toward drawing because they are embarrassed about their drawing skills. Resistance or reluctance toward sharing may occur during the working and processing stage. In addition, some bias, oppression, or racism may arise if the students draw white person causing a conflict with an African American or other minority individual.

**Session 2**

**Title:** Teamwork

**Duration:** 30 minutes

**Brief Summary of Session:** The students will divide in groups of 2-3 people. They will be given two worksheet with various geometric circles to find the circumference and area. The goal is to see which group works together to complete the worksheets fastest and correctly. After the group activity, the group will discuss what happened and their feelings concerning what happened.

**Theoretical Orientation:** Reality therapy

**Specific Group Technique:** Skillful questioning to explore the issue of cooperation and the need to win and achieve goals and WDEP technique (Wants, direction, self-evaluation, and planning) to accomplish the goal through planning for cooperation

**Materials/ Media:** Two worksheet with math problems for the students to complete (Miller, 2011). The worksheets are attached.

**Core ASCA Standards:**

* PS:A1.6Distinguish between appropriate and inappropriate behavior
* PS:A2.1 Recognize that everybody has rights and responsibilities
* PS:A2.6 Use effective communication skills

**Core State Academic Standards:**

* Math 3.02: Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them.
* Math 3.02: Solve problems involving geometric figures in the coordinate plane.

**Objectives:**

* Students will be able to complete the worksheet 80% to 100% correctly. (Aligns with the state standards, 3.02 &3.04)
* Students will be able to exhibit cooperation skills 80% of the time during the group activity. (Aligns with the ASCA standards, PS:A.1.6, PS:A2.1, & PS:A2.6)

**Assessments**:

I am able to cooperate with others. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

I am able to recognize components of a circle. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

**Procedures/ Instructional Strategy:**

Opening (3-5 minutes):

1. After everybody has arrived, summarize what has occurred during the last session.
2. Inform the group that today’s focus for sportsmanship will be on cooperation. Ask each student to identify a time where they have to work within a group and how they felt about it.
3. Recognize which students felt the same to develop connectedness among them.

Working:

1. After the opening, the students will be divided into groups with 2-3 students in each group. The counselor will choose the students for the groups.
2. After students are divided into groups, the counselor will explain to the students that they are to complete a math worksheet focusing on problems with circles. They will also complete the worksheet as a team and within the time limit. Tell the groups that the group that completes the worksheet fastest and correctly will win.
3. Allow the groups work on the worksheet for 8 minutes. Observe to recognize any cooperation skills or lack of cooperation skills. Give the students 5 minutes warning, 2 minutes warning, and 1 minute warning.
4. After 8 minutes are up, get the students together in circle again. Congratulation the winning group and ask them what helped them to win. Comment on the cooperation skills that you noticed.
5. Ask the students if they feel the need to win or complete the worksheet correctly when they are in groups. Proceed to ask how they will meet the need within the group work. If no one comments on cooperation skills, ask questions why not include cooperation (2-3 minutes).
6. Teach the students briefly about WDEP skills (Wants, direction, self-evaluation, and planning – refer to Corey, 2012, p. 409-413). Explain that the want is for the group to accomplish a goal, then recognize whether the behavior (direction) is helping them to accomplish the goal, then undergo a self-evaluation to recognize the consequences of not cooperating or cooperating, and then develop a plan that include cooperation to accomplish the goal. (5-8 minutes).

Processing (5-8 minutes):

1. After discussing cooperation for meeting needs and WDEP skills, ask the students about how they felt about applying WDEP skills to achieve their needs.
2. Ask the students about how they feel about using cooperation skills to achieve the desired goals in group activities.

Closing (1-2 minutes):

1. Ask if there are any questions.
2. Close the session with group handshakes that the group has developed during the initial sessions.

**Group Stage and Emerging Issues:** This session will occur in middle of the working stage (5th session). There are potential conflicts during this session. Students may deny that they did not cooperate during the group activity. Some students may resist sharing their feelings or learning the WDEP process.

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